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AUTHOR Eison, James A.; Bonwell, Charles C.
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ABSTRACT

This bibliography lists 275 articles and monographs, mostly published in the 1980s, that address the use of active learning teaching methods at the postsecondary education level. Items are selected to produce a large illustrative sampling of published materials that can introduce the literature of active learning to faculty. Articles typically explore practical aspects of this methodology and classroom strategies. The bibliographic references are divided by discipline reflecting the use of specific active learning approaches such as audio-visual aids, case studies, class discussion, computers, debates, field work, games/simulations, groups, library assignments, performance, surveys, visual imaging, or writing assignments. Specific sections are categorized by the following disciplines: business, humanities, sciences, and social sciences. (GLR)

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RECENT WORKS ON USING ACTIVE LEARNING STRATEGIES ACROSS THE DISCIPLINES

James A. Eison, Director
Center for Teaching Enhancement
4202 East Fowler Avenue
University of South Florida
SVC 1088
Tampa, FL 33620-6100

Charles C. Bonwell, Director
Center for Pharmacy Education
Saint Louis College of Pharmacy
4588 Parkview Place
Saint Louis, MO 63108-1088

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Preface

Thirty years ago, McKeachie wrote in the *Handbook of Research on Teaching* (Gage, 1963, p. 1125). "College teaching and lecturing have been so long associated that when one pictures a college professor in a classroom, he almost inevitably pictures him as lecturing." Few would argue with the statement that the vast majority of today's professorate were primarily lectured to as both undergraduates and as graduate school students. It is not surprising, therefore, that lecturing continues to be the most prevalent mode of instruction in college and university classrooms.

Numerous national reports in the 1980's, however, challenged college and university faculty to develop instructional approaches that would transform students from passive listeners to active learners. Indeed the incorporation of active learning techniques into the daily routine of classroom instruction became a national priority in education.

To help in this pursuit, in 1987 Lynne Kuhn, Jim Eison and Chuck Bonwell of the Center for Teaching and Learning at Southeast Missouri State University developed the prototype for this bibliography to support a presentation on active learning strategies at the annual meeting of the American Association of Higher Education (Eison & Bonwell, 1988). The teaching innovations detailed in the initial bibliography also served as the basis for the ASHE-ERIC monograph, *Active Learning: Creating Excitement in the Classroom* (Bonwell & Eison, 1991).

An ongoing endeavor, this expanded version of the original bibliography contains approximately 275 articles and monographs. **Please note: despite its length, this bibliography is neither exhaustive nor complete.** We have selected items to produce a large illustrative sampling of published materials that can introduce the literature of active learning to faculty. Towards this end we chose the following broad, disciplinary areas for inclusion: business, humanities, science and the social sciences. Later we added general active learning references which cut across disciplines.

We typically focused on articles that explored practical, classroom strategies, even if their results were not based on rigorous research (although many are). Within each disciplinary area we have divided the articles into sections reflecting the use of particular active learning approaches such as audio-visual aids, case studies, class discussion, computers, debates, field work, games/simulations, groups, library assignments, performance, surveys, visual imaging or writing assignments.

We hope that this bibliography proves useful. If you can suggest any additional references that you have found particularly

helpful, please send the citation to either of the following:

James Eison, Director
Center for Teaching Enhancement
University of South Florida
4202 East Fowler Avenue
SVC 1088
Tampa, FL 33647

Charles Bonwell, Director
Center for Pharmacy Education
Saint Louis College of Pharmacy
4588 Parkview Place
Saint Louis, MO 63110-1088

We would be delighted to hear from you and to acknowledge gratefully your contributions to an expanded, updated bibliography already under development.

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A. RECENT ACTIVE LEARNING REFERENCES IN BUSINESS

Using Audio-Visual Aids to Promote Active Learning

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Grosse, C. U. (1988). The case study approach to teaching business English. *English for Specific Purposes, 7*, 131-136.

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Cote, V. (1987). Teaching oral communication in computer science. *SIGCSE Bulletin, 19*(2), 58-60.

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Wimmer, R. D. (1979). Students as active viewers of television. *Communication Education, 28*(2), 147-150.

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Moore, P. (1990, Winter). Using case studies to teach courtesy strategies. *The Technical Writing Teacher, 17*(1), 9-25.

Rasinski, T. V. (1989, Fall). The case method approach in reading education. *Reading Horizons, 30*(1), 5-14.

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McAndrews, L. (1991). Tearing down the wall: Adventures in active learning. *The History Teacher, 25*(1), 35-43.

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Kotter, L., & Anandam, K. (1983). A partnership of teacher and computer in teaching writing. *College Composition and Communication, 34*(3), 361-367.

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Schriner, D. K. (1989, December). Computer conferencing and collaborative learning: A discourse community at work. *College Composition and Communication, 40*(4), 472-478.

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Fry, T. K., & Kaplowitz, J. (1988, Summer). The English library instruction program at UCLA: A follow-up study. *Research Strategies*, 100-108.

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C. RECENT ACTIVE LEARNING REFERENCES IN THE SCIENCES

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Armstrong, T., & Webster, K. (1991). Genetic Engineering--a lesson in bioethics. *American Biology Teacher, 53* (5), 294-297.

Barman, C. R., & Hendrix, J. R. (1983). Exploring bioethical issues: an instructional model. *American Biology Teacher, 45* (1), 23-31.

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